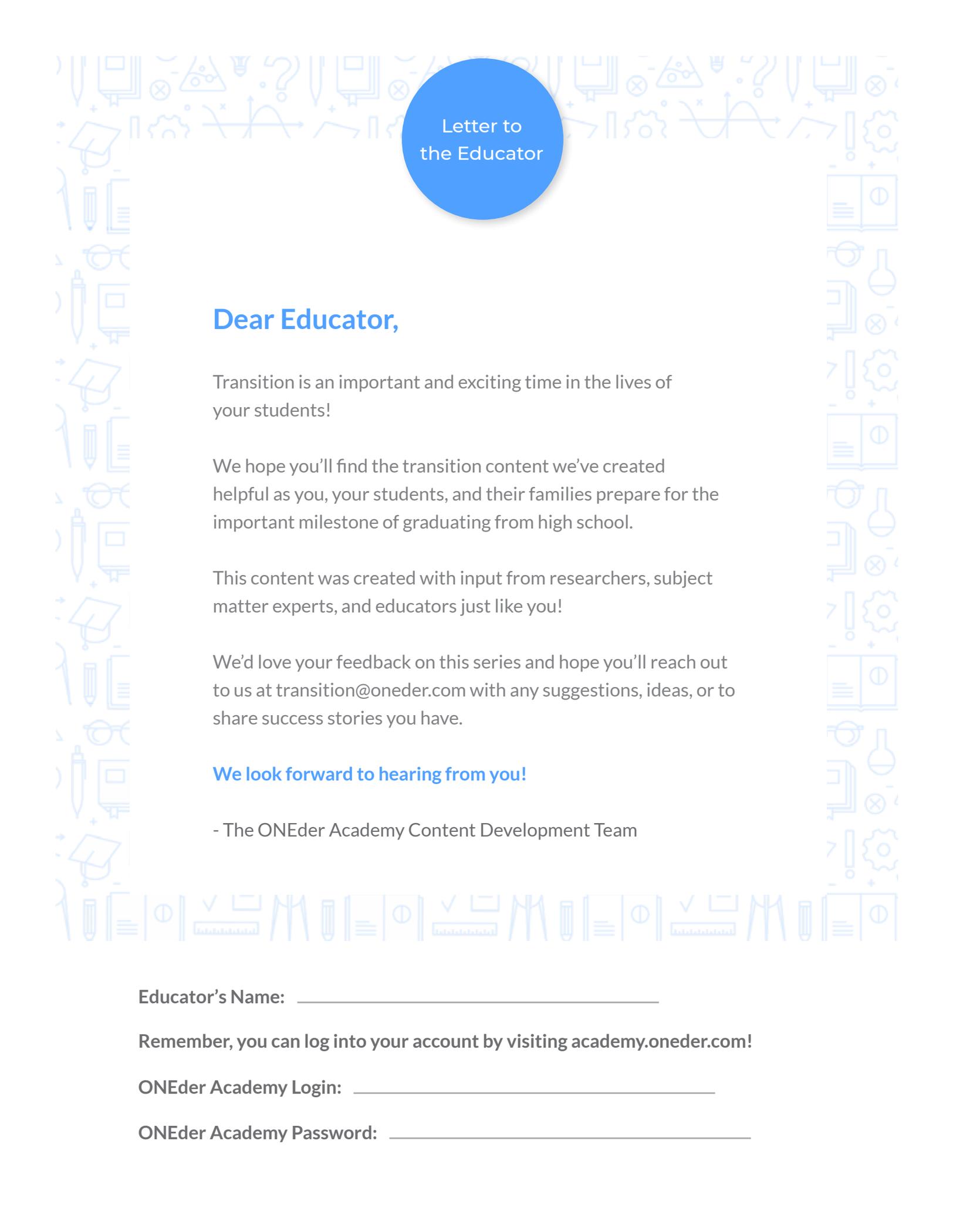


# Identifying Personal Strengths

Transition Curriculum





## Letter to the Educator

### Dear Educator,

Transition is an important and exciting time in the lives of your students!

We hope you'll find the transition content we've created helpful as you, your students, and their families prepare for the important milestone of graduating from high school.

This content was created with input from researchers, subject matter experts, and educators just like you!

We'd love your feedback on this series and hope you'll reach out to us at [transition@oneder.com](mailto:transition@oneder.com) with any suggestions, ideas, or to share success stories you have.

**We look forward to hearing from you!**

- The ONEder Academy Content Development Team

Educator's Name: \_\_\_\_\_

Remember, you can log into your account by visiting [academy.oneder.com](https://academy.oneder.com)!

ONEder Academy Login: \_\_\_\_\_

ONEder Academy Password: \_\_\_\_\_

Teacher's Guide

# Identifying Personal Strengths

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Transition Curriculum

**Created and Developed by ONEder**

60 Park Place, Suite 901  
Newark, NJ 07102  
www.oneder.com/academy  
646-278-9959

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**The ONEder Academy Curriculum Development Team**

**Author:** Melissa Ragan

**Developmental Editors:** Melissa Morgenlander, Ph.D.  
and Marybeth Morrison, Ph.D.

**Writer:** Marissa Perlman

**Art Director:** Danny Garro

**Graphic Designer:** Jesus Castellanos

**Managing Editor:** Tharaha Richards

**Project Manager:** Cristina Garro

**Product Manager:** Gennia Yosifovich

**Spanish Editor:** Nidia Navarro

**Educational Reviewer:** Jamie A. Lupia, MS

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**Transition  
Curriculum Overview**

## Instructional Model

### The 60-Minute Model

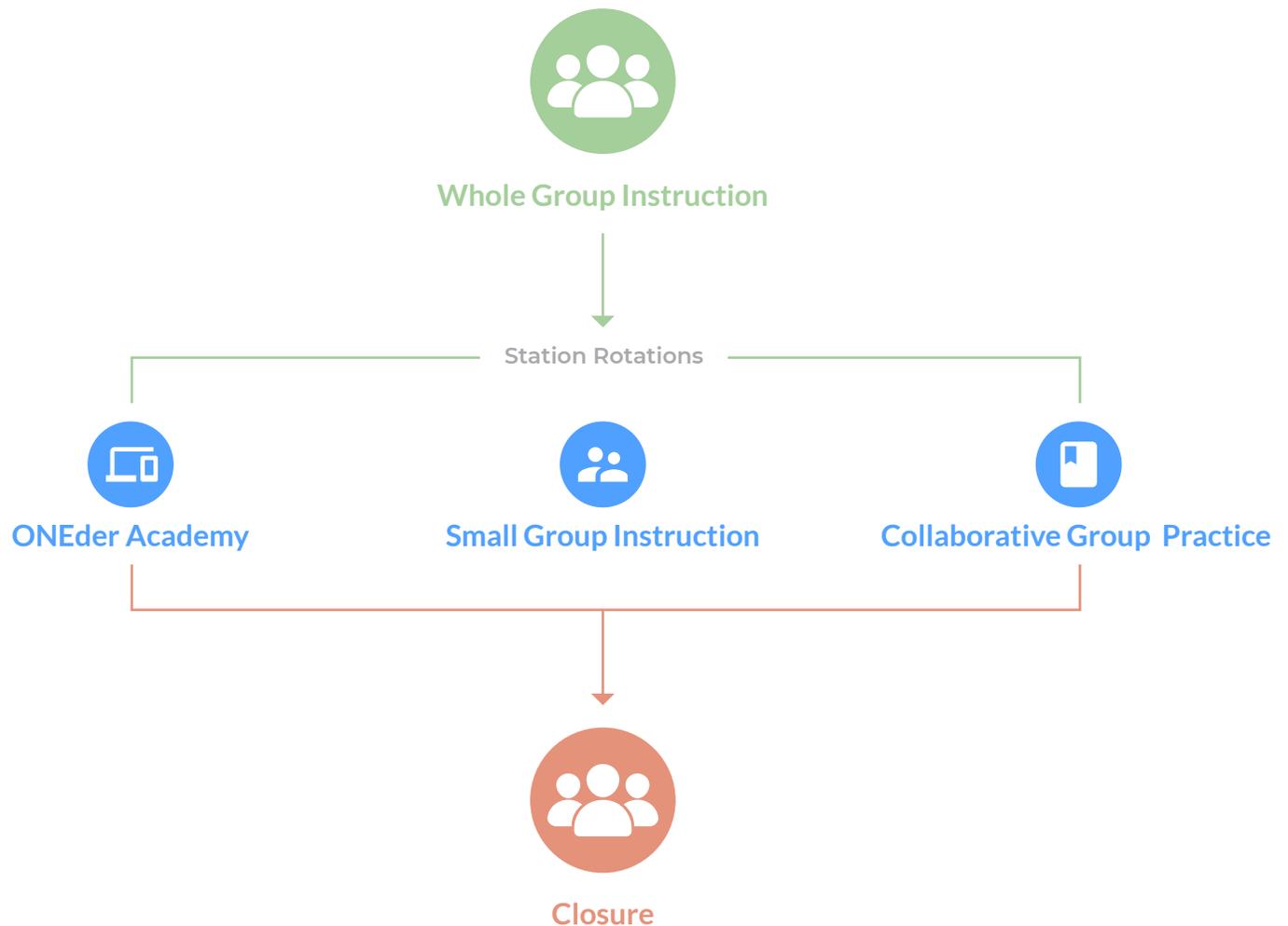
ONEder Academy’s Transition Curriculum is a blended program that allows for flexible implementation in a variety of settings, including: in-class, after-school, during homeroom or advisory, or in any other unique situation. Each lesson takes approximately 60 minutes to complete. Below is an example of how you can utilize the flexible model during your class time.



#### Suggested Timing

<b>Whole Group Instruction</b>	<b>Collaborative Group Practice</b>	<b>Small Group Instruction</b>	<b>ONEder Academy</b>	<b>Closure</b>
10 minutes	15 minutes	15 minutes	15 minutes	5 minutes

## Instructional Model



**Whole Group Instruction:** Introduce content to students to build or activate background knowledge. You can do this by using the course videos in ONEder Academy or the explicit vocabulary instruction in the Student Workbook.

**Small Group Instruction:** Work closely with students to differentiate instruction. Using the Student Workbook, reteach content based on students' needs, or gradually release responsibility to students as you facilitate the group.

**ONEder Academy:** Digital instruction is delivered to students with student-powered accommodations and features.

**Collaborative Group Practice:** Students practice skills they've learned using activities in the Student Workbook, such as: script writing, role-plays, or think-pair-shares.

**Closure:** Wrap up the lesson for students by giving them a chance to reflect on learning using the end of lesson reflection in the Student Workbook.

## Frequently Asked Questions



### What is the ONEder Academy Transition Curriculum?

Our Transition Curriculum is a suite of eight courses designed for transition-aged students with mild to moderate disabilities, to help them prepare for life after high school. Our courses cover a range of topics, including:

- Identifying Personal Strengths
- Identifying and Overcoming Challenges
- Building Self-Advocacy
- Developing Self-Determination
- Interpersonal Skills
- Setting Personal Goals
- Cultivating Communication Skills
- Exploring Career Options

### How do I implement the Transition Curriculum?

Our Transition Curriculum was designed as a blended solution to give educators the flexibility to implement the program in a variety of scenarios. It can be used as a stand-alone curriculum in the classroom, as part of an after-school enrichment program, with a job coach, or even at home! The lesson plans are easy to understand and the online activities can be used by students on laptop or desktop computers, and on tablets.

### Who are these courses designed for?

Our Transition Curriculum is designed for students ages 14 and up, who have Individualized Education Programs (IEPs), and who will be making the transition to life after high school. Course content was written at a fifth-grade level (Lexile level around 700), and is designed to be used as a foundation that educators can easily differentiate using the suggestions provided in the Teacher Guide.

## Frequently Asked Questions



### Is the content standards-based?

Yes! Our Transition Curriculum is aligned to the Common Core State Standards (CCSS) and to the Texas Essential Knowledge and Skills (TEKS).

### Is the content aligned to goals?

In addition to being standards-aligned, the content in our Transition Curriculum is aligned to specific goals in the following competencies:

- Daily Living Skills
- Career Skills
- Self-Determination
- Interpersonal and Communication Skills

### How do I measure progress toward standards and a student's goals?

As students work through the activities in ONEder Academy, progress is tracked automatically toward both standards mastery and competency goals.

### Do my students have to take a transition assessment before taking the courses?

While it is not required, it is highly recommended that students take a transition assessment, such as the Transition Assessment Goal Generator (TAGG) from the University of Oklahoma, to help objectively identify their strengths and needs. You can learn more about this assessment by visiting: [tagg.ou.edu](http://tagg.ou.edu).

### Do the Transition courses have to be done in a specific order?

While it is suggested that the courses are done in the order presented in the back of this guide, it is not required.

## Product Features

### What are the features of the Transition Curriculum?

- **Pre- and Post-Assessment:** Each course includes a pre- and post-assessment, so you can track your student's progress toward subject mastery.
- **Vocabulary:** Each lesson includes specific academic vocabulary that is pre-taught to students before the lesson begins and can be used as a resource throughout the course.
- **Accommodations:** Many accommodations for students with disabilities – such as text-to-speech and highlighted text – are available in ONEder Academy.
- **Universal Design for Learning:** With our unique platform, lessons make full use of UDL principles.
- **Extend and Enrich Activities:** Courses contain optional *Extend and Enrich* activities for students who may need additional help with the subject matter.
- **Check for Understanding Activities:** Each lesson features *Check for Understanding* activities, which allow students the chance to apply what they've learned and gives educators insight into their students' understanding of the content.
- **Blended Learning:** To ensure every student is successful, each course presents students with opportunities to access learning using online activities, their Student Workbook, and whole-group instruction.
- **Data:** As students work through each lesson, data is automatically collected, showing student progress.
- **Family Engagement:** Suggestions for *Connect to Home* activities are also included in each unit.
- **Embedded Professional Development:** Tips to help your students by using best practices and Universal Design for Learning (UDL) techniques are included throughout each course.



#### Is Any Planning Required?

No! If you and your students have access to ONEder Academy, the Teacher Guide, and the Student Workbooks, you've got everything you need to pick up a course and start teaching right away!



#### Get in Touch!

We can't wait to hear your feedback, ideas, and success stories from using our Transition Curriculum! Please feel free to contact us at:

 [transition@oneder.com](mailto:transition@oneder.com)

 646-278-9959

## Teacher Dashboard

ONEder Academy was built by educators, for educators. We know that teachers get into education to help students grow and reach their full potential; they didn't do it to be data analysts. However, studies show that data can help teachers pinpoint their students' areas of struggle and guide them along the path to success. For that reason, we created ONEder Academy with easy-to-understand dashboards that give you the information you need – not all the stuff you don't!

ONEder Academy Catalog Activity My Courses My Students Hello, Maria

← Discovering Self-Awareness Preview

My Courses → Discovering Self-Awareness

Dashboard Activity Content

5/10 Assigned Copies 90% Average Grade 1 Completed 4 In Progress 0 Not Started

Activity (Last 30 days) Day Week Month 16 Pending Tasks

Assigned Students + Assign New Student

Student	Status	Progress	Feedback
Alex Rodriguez	Completed	100%	
Alexa Roberson	In Progress	31% Complete	Feedback Required
DeShawn Watson	In Progress	25% Complete	
Harry Wilson	In Progress	75% Complete	
Alicia Marcic	In Progress	62% Complete	

The **Pending Tasks** button tells you when you need to review your student's work, grade it, or give them feedback.

The **Feedback Required** link tells you when a student has assessments that need grading. Click on the link to navigate to give the student a grade.

Use the **Progress Bars** to quickly identify students who are struggling with course content and to group students for collaborative activities.

Assigned Students + Assign New Student

Alex Rodriguez	Completed	100%	
Alexa Roberson	In Progress	31% Complete	Feedback Required
DeShawn Watson	In Progress	25% Complete	
Harry Wilson	In Progress	75% Complete	
Alicia Marcic	In Progress	62% Complete	

# Teacher Dashboard

ONEDER Academy

Discovering Self-Awareness (Alexa Roberson's Run)

Course: Discovering Self-Awareness

In Progress (31%)

Started: 08/21/18 8:07 PM

Final Grade: N/A

Pre vs. Post Assessment Comparison

78% (Details) | N/A

Unit	Weight	Status	Started	Grade
Unit 1: Identifying Emotions		Completed	08/21/18	N/A
Unit 2: Recognizing Assets and Needs		In Progress	08/21/18	N/A
Unit 3: Self-Perception		Not Started		N/A
Unit 4: Self-Confidence		Not Started		N/A

See what your student has learned during the course by comparing their pre- and post-assessment scores to their final grade.

ONEDER Academy

Discovering Self-Awareness (Alicia Marco's Run)

Assessment: Pre-Course Assessment

Questions: 100% 100% 100% 100% 100% 33% 100% 100%

6 / 10

Self-Awareness Pre-Course Assessment

Resilience

People who have resilience don't give up.

What is synonym for resilience?

Choose the correct answer(s).

Answer Submitted: 08/22/18 2:04 PM

Grading and Feedback

Score: 33%

Add new feedback

Submit

Quickly and easily identify your student's areas of struggle and give them feedback and advice to help them master course content.

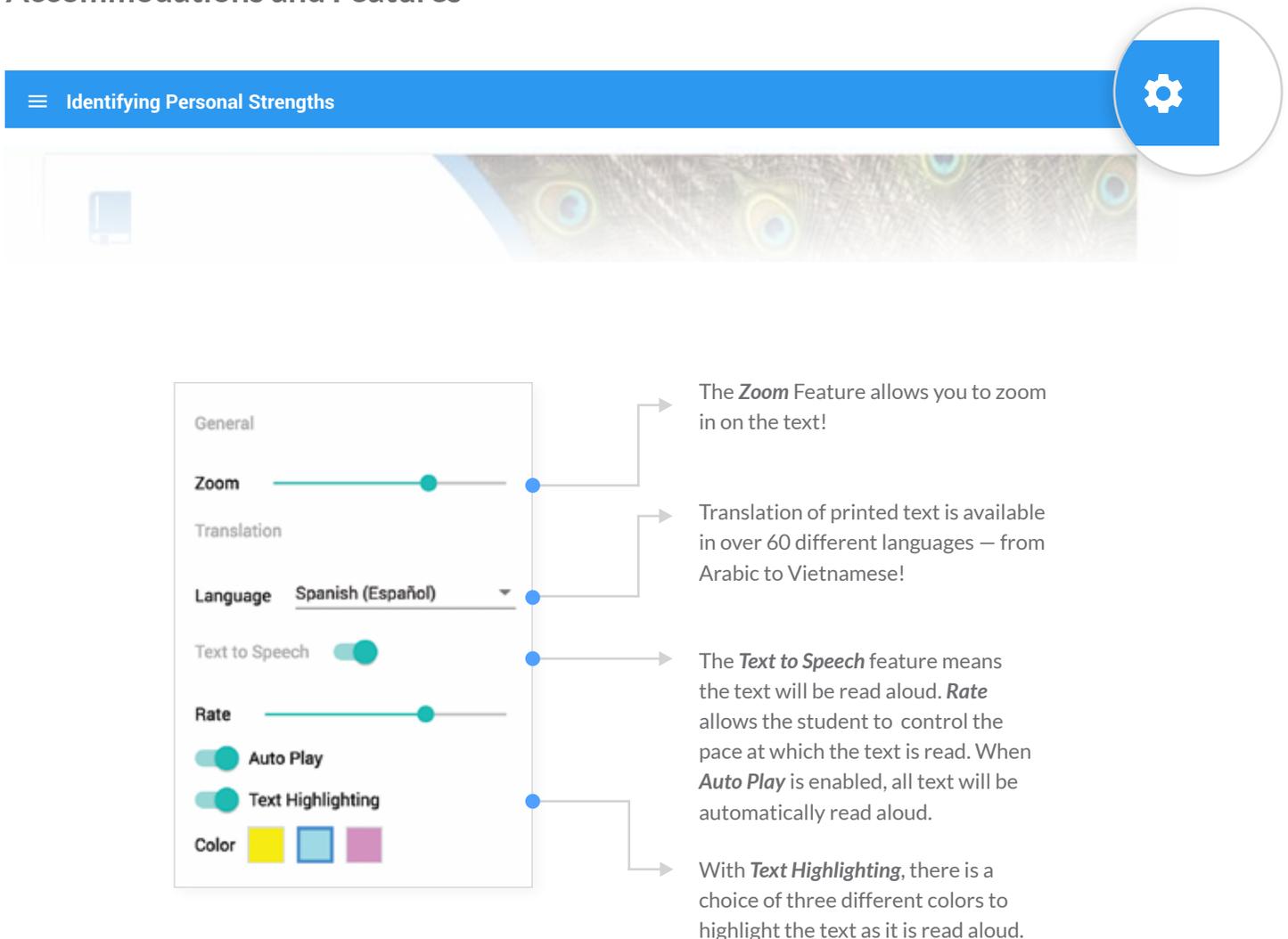
## ONEder Academy: Empowering Students

At ONEder, we believe in self-determination; students can and should make their own choices. For that reason, we created rigorous, literacy-based and standards-aligned curriculum in ONEder Academy.

When students take courses in ONEder Academy, they can build their own self-advocacy skills by selecting their own accommodations and features! This includes features such as highlighted text, enlarged text, and text to speech. We also have a feature that allows students to translate the text content into over 60 different languages!

Students can select these accommodations and features at any time in their course by clicking on the settings button on the top-right corner of the screen.

### Accommodations and Features



The image shows a screenshot of the ONEder Academy interface. At the top, there is a blue navigation bar with a hamburger menu icon and the text "Identifying Personal Strengths". On the right side of this bar is a circular settings button with a gear icon. Below the navigation bar is a header image featuring peacock feathers. The main content area displays a settings menu with the following options:

- General**
- Zoom**: A slider control.
- Translation**
- Language**: A dropdown menu currently set to "Spanish (Español)".
- Text to Speech**: A toggle switch that is turned on.
- Rate**: A slider control.
- Auto Play**: A toggle switch that is turned on.
- Text Highlighting**: A toggle switch that is turned on.
- Color**: Three color swatches (yellow, blue, and pink).

Callouts with arrows point from the settings menu to descriptive text:

- An arrow points from the Zoom slider to the text: "The **Zoom** Feature allows you to zoom in on the text!"
- An arrow points from the Language dropdown to the text: "Translation of printed text is available in over 60 different languages – from Arabic to Vietnamese!"
- An arrow points from the Text to Speech toggle to the text: "The **Text to Speech** feature means the text will be read aloud. **Rate** allows the student to control the pace at which the text is read. When **Auto Play** is enabled, all text will be automatically read aloud."
- An arrow points from the Text Highlighting toggle to the text: "With **Text Highlighting**, there is a choice of three different colors to highlight the text as it is read aloud."

Our Transition Curriculum was informed\* by the following evidence-based best practices. For additional information, you can request a copy of our white paper by calling **646-278-9959**.

## Transition Tennessee

*Guiding Principles* ([transitiontn.org/manual/](http://transitiontn.org/manual/))

- Move beyond compliance
- Focus on student outcomes
- Use person-centered planning
- Focus on student’s strengths
- Foster self-determination
- Hold high expectations
- Promote inclusive practices
- Develop strong partnerships
- Adopt data-driven approaches
- Start transition early

## The National Collaborative on Workforce and Disability

*Guideposts for Success:* ([www.ncwd-youth.info/guideposts](http://www.ncwd-youth.info/guideposts))

1

High expectations for all youth, including youth with disabilities.

2

Equality of opportunity for everyone, including nondiscrimination, individualization, inclusion, and integration.

3

Full participation through self-determination, informed choice, and participation in decision-making.

4

Independent living, including skills development and long-term supports and services.

5

Competitive employment and economic self-sufficiency, which may include supports.

6

Individualized, person-driven, and culturally and linguistically appropriate transition planning.

## The National Technical Assistance Center on Transition

*Guide to Effective Practices and Predictors* ([transitionta.org/effectivepractices](http://transitionta.org/effectivepractices))

## NSTTAC

*Indicator 13 Checklist* ([transitionta.org/sites/default/files/transitionplanning/NSTTAC\\_ChecklistFormA.pdf](http://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf))

## University of Oklahoma Zarrow Center for Learning Enrichment

*Transition Assessment Goal Generator* ([tagg.ou.edu](http://tagg.ou.edu))

\*Please note that the use of these evidence-based best practices does not constitute endorsement by the organizations listed.

# UDL Alignment

## Provide Multiple Means of Engagement

Indicator	Exemplars	ONEDER   Academy
<b>Provide Options for Self-Regulation</b>	<p>Promote expectations and beliefs that optimize motivation</p> <p>Facilitate personal coping skills and strategies</p> <p>Develop self-assessment and reflection</p>	 <p>The Student Workbook provides reflection opportunities at the end of each lesson.</p>
<b>Provide Options for Sustaining Effort and Persistence</b>	<p>Heighten salience of goals and objectives</p> <p>Vary demands of resources to optimize challenge</p> <p>Foster collaboration and communication</p> <p>Increase mastery-oriented feedback</p>	 <p>Student progress toward standards and goals is demonstrated.</p>
<b>Provide Options for Recruiting Interest</b>	<p>Optimize individual choice and autonomy</p> <p>Optimize relevance, value, and authenticity</p> <p>Minimize threats and distractions</p>	 <p>Videos and photos in lessons show students authentic and relevant images.</p>

Provide Multiple Means of **Representation**

Indicator	Exemplars	ONEDER   Academy
<p><b>Provide Options for Comprehension</b></p>	<p>Activate or supply background knowledge</p> <p>Highlight patterns, critical features, big ideas, and relationships</p> <p>Guide information processing, visualization, and manipulation</p> <p>Maximize transfer and generalization</p>	<p style="text-align: center;"></p> <p>Explicit pre-taught vocabulary and background-building activities activate student learning.</p>
<p><b>Provide Options for Language, Mathematical Expressions, and Symbols</b></p>	<p>Clarify vocabulary and symbols</p> <p>Clarify syntax and structure</p> <p>Support decoding of text, mathematical notations, and symbols</p> <p>Promote understanding across languages</p> <p>Illustrate through multiple media</p>	<p style="text-align: center;"></p> <p>Lessons can be translated into many languages, including Spanish, Mandarin, Cantonese, Vietnamese, Arabic, Korean, and others.</p>
<p><b>Provide Options for Perception</b></p>	<p>Offer ways of customizing the display of information</p> <p>Offer alternatives for auditory information</p> <p>Offer alternatives for visual information</p>	<p style="text-align: center;"></p> <p>Many accommodations such as highlighted text and text-to-speech are available in ONEder Academy.</p>

# UDL Alignment

## Provide Multiple Means of **Action** and **Expression**

Indicator	Exemplars	ONEDER   Academy
<b>Provide Options for Executive Functions</b>	<p>Guide appropriate goal-setting</p> <p>Support planning and strategy development</p> <p>Facilitate managing information and resources</p> <p>Enhance capacity for monitoring progress</p>	 <p>Lessons are aligned to CCSS and transition goals.</p>
<b>Provide Options for Expression and Communication</b>	<p>Use multiple media for communication</p> <p>Use multiple tools for construction and composition</p> <p>Build fluencies with graduated levels of support for practice and performance</p>	 <p>Lessons use gradual release of responsibility instructional methods.</p>
<b>Provide Options for Physical Action</b>	<p>Vary the methods for response and navigation</p> <p>Optimize access to tools and assistive technologies</p>	 <p>Truly blended curriculum with print and online activities</p>

Whether you're working with students with disabilities for the first time, or have been doing it for a while, consider integrating these seven evidence-based best practices into your instructional routines. They are all found within our Transition Curriculum.



### 1. Have High Standards

Having high expectations for your students is one of the biggest factors contributing to their success; 50 years of research affirms that students will rise to the levels that are set for them. Researcher John Hattie explains that one way teachers can demonstrate their high expectations is to, “explicitly outline learning intentions, or goals and expectations for students that are... articulated to students and embedded in instructional activities, so that students understand these goals and their position on the trajectory to achieve them.” Our Transition Curriculum empowers educators to have high standards for students by providing them with content that is differentiated, accessible, goal-driven, and standards-aligned at the lesson level. This ensures that all students do rigorous, grade-level work. Studies show students can — and will — do the work; we just have to expect them to.

### 2. Teach the Standard and the Goal

To have high standards, educators must teach their students with disabilities content that is aligned to grade-level standards, as well as transition goals. Goal-driven instruction is a student-focused methodology informed by the principles of responsive teaching. Studies have shown that goal-setting is critical to the success of differentiated instruction and that defining goals that are both clear and attainable is key. With our Transition Curriculum, educators can easily differentiate content at the grade level to help students meet their transition goals.

# Professional Development: Best Practices

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## 3. Include Frequent Formative Assessment

The best way to evaluate whether or not students are grasping the content is to include frequent formative assessments in your instruction. Our Transition Curriculum does the work for you by including a variety of opportunities for students to demonstrate content mastery. These activities are excellent to use as formative assessments to gauge your students' progress.

## 4. Include Universal Design for Learning (UDL)

Ten years of research and hundreds of research studies have shown that the Universal Design for Learning (UDL) framework helps educators to maximize student achievement. Educators do this by customizing instruction for students based on the way they learn best. The UDL framework focuses on three areas: The *How of Learning*, the *Why of Learning*, and the *What of Learning*. These three principles focus on Engagement, Representation, and Action and Expression.

ONEder Academy courses take UDL to a whole new level. Using technology like ONEder Academy and coupling it with UDL principles levels the playing field for all students — not just those with disabilities.

## 5. Connect to Home

Special education is a collaborative process between the student, school, and home. According to the National Coalition for Parent Involvement in Education, students with involved families are more likely to achieve higher grades and test scores, attend school more regularly, have better social skills, show better behavior, adapt well to school, and pursue postsecondary education. While your school may have their own guidelines for family engagement, we've included a letter to families in both English and Spanish (see page 70) as well as *Connect to Home* activities in each unit. These materials will help students communicate what they are learning about transition to their families. In addition, we suggest that each quarter you print off and share the student's reports with their families. This will inform your student's family of how the student is progressing toward both standards and goal mastery.

## 6. Think Alouds

The think-aloud strategy is exactly what it sounds like: students get insight into your thought process as you verbally articulate each mental step. Think alouds serve two purposes: firstly, they help students better comprehend the process or activity, and secondly, they provide a model for what is expected of them. The real beauty of the think-aloud strategy is that it's an easy way to differentiate content for students, it's very easy to implement and use immediately, and it can be used in any subject area for any activity. From solving math words problems, to clarifying reading texts, the think aloud is the perfect strategy!

## 7. Gradual Release of Responsibility (GRR)

With this instructional method, the teacher gradually releases responsibility and builds their students' independence. While traditionally referred to as "I do, we do, you do," GRR actually has four steps. In the first step, the teacher delivers the lesson to their students. In the second step, the teacher guides their student through the content. In the third step, collaborative learning is activated in the classroom. Finally, in the fourth step, students work independently on a particular task.



## Spotlight On: Embedded Professional Learning

### Growth Mindset

In this unit, students will be learning about their own character strengths. As educators, one way we can help students is by encouraging them to continue to learn and grow. This is called having a *growth mindset*.

Researcher Carol Dweck, Ph.D. first coined the terms *fixed* and *growth mindset* in her 2006 book *Mindset: The New Psychology of Success*. According to Dweck, a person's mindset is a key factor for their success.

A person with a fixed mindset believes that you are born with all the skills and abilities you can ever have. A person with a growth mindset believes that talents and abilities can be developed through effort, practice, and persistence. Brain research and Dweck's own evidence-based research has shown how students with a growth mindset are more likely to take on more challenging work and be successful than students with a fixed mindset.

Want to encourage a growth mindset? Here's some ideas!

#### 1. Encourage Failure

Students who have a fixed mindset are more afraid of failure and less likely to take chances than those with a growth mindset. Encourage your students to think of failing in a different way. Teach them that the acronym FAIL means: First Attempt In Learning.

#### 2. Give Feedback

Studies show that honest feedback – in the form of specific and honest praise for the hard work and the process that students engage in – helps to develop a growth mindset. Nonspecific or generic and general praise may actually encourage a fixed mindset in students.

#### 3. Model Growth Mindset

One of the best ways to encourage a growth mindset is by modeling it yourself. Find ways to show your students that you are a learner too. Set explicit and challenging goals for yourself and share them. Encourage feedback, and share how you've learned from past mistakes. Be open to new ideas and strategies. Tell them about your struggles and share your successes.

Teaching a growth mindset – like anything – takes practice. But by encouraging students (and yourself) to have a growth mindset, you may be surprised at how much can be achieved.